DOCUMENT RESUME

ED 235 397 CG 016 928

AUTHOR	Cotton, Kathleen; Savard, William G.
TITLE	Parent Involvement in Instruction, K-12: Research Synthesis.
INSTITUTION	CEMREL, Inc., St. Ann, Mo.
SPONS AGENCY	Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE	Aug 82
NOTE	91p.
PUB TYPE	Reports - Descriptive (141) -- Information Analyses (070)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; Affective Behavior; Annotated Bibliographies; Educationally Disadvantaged; Elementary Secondary Education; Instruction; Learning Disabilities; Literature Reviews; Minority Groups; *Outcomes of Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Program Descriptions; Student Motivation; *Tutoring

ABSTRACT

This report is one of a series of literature reviews conducted in response to the primary concerns of educators nationally. After noting the scarcity of research on parent involvement in the instruction of their children in kindergarten through high school, the authors summarize 18 documents found to be relevant and valid to the topic of parent participation and student outcomes. Results are discussed in terms of affective improvements as well as academic achievement. Several kinds of parent involvement are reviewed, including home tutoring, providing feedback and correction on homework, monitoring study skills, parent-student discussions, and parent-assisted learning in the school setting. Outcomes of noninvolvement, and outcomes of parent involvement with minority, educationally disadvantaged, and learning disabled students are noted, and training for parents is discussed. Recommendations are offered for further research and for school and parent action. An annotated bibliography and two appendices are provided which reference sources which can help schools engage parent interest and involvement in supporting their children's instruction. A third appendix lists sources of additional research evidence which support the conclusions in this document. The fourth appendix, a Decision Display, contains Item Reports (brief forms that include document abstracts and dates of publication) sorted into categories which tend to support or deny the hypotheses that were developed as a result of analyzing the research. The fifth appendix contains the Item Reports for each article or document reviewed, as well as a rating of the usefulness of each item on a five-point scale. (JAC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235397

PARENT INVOLVEMENT IN INSTRUCTION, K-12

Research Synthesis

Prepared for:

Regional Technical Assistance Center
Title II Basic Skills
Jack Allen, Director

By:

Kathleen Cotton, Dissemination Services Program
William G. Savard, Audit and Evaluation Program

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

August 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Margaret Rogers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG016928

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

This work is published by the Northwest Regional Educational Laboratory (NWREL), a private, nonprofit corporation. The work contained herein has been developed pursuant to a NWREL subcontract with CEMREL, Inc., the holder of a contract with the Department of Education. The opinions expressed in this publication do not necessarily reflect the opinions of CEMREL, Inc., nor those of the Department of Education, and no official endorsement by either agency should be inferred.

PREFACE

This report is one of a series of reviews of research literature conducted in response to the priority concerns of clients of the Northwest Regional Educational Laboratory and of educators nationally. Each of these reports addresses a topic which is deemed to have an impact, actual or potential, on school effectiveness. All of the reports have been generated using the same general approach and a common reporting format.

Originally developed for a project supported by the Alaska Department of Education, the review process begins with a topical literature search using both computer based ERIC and conventional library methods. Articles and other documents found are analyzed and abstracted into a brief form called an Item Report. Each of the items is then judged against a set of pre-established criteria and ranked on a five-point scale. The collection of Item Reports is then examined for purposes of identifying issues. These issues are stated in the form of hypotheses. Each hypothesis thus generated becomes the subject of a Decision Display. A Decision Display is created by sorting the Item Reports into those which support and negate the hypothesis, are inconclusive, are badly flawed, or are irrelevant. One or more Decision Displays are generated for each topic addressed. A Summary Report is then generated from the consideration of the Decision Displays and the file of Item Reports. Thus, each complete report in the series consists of a Summary Report which is backed up by one or more Decision Displays which in turn are supported by a file of Item Reports. This format was designed to accommodate those readers who might wish to delve into various depths of detail.

This report is not intended to represent the "final word" on the topic considered. Rather, it represents the analysis of a particular collection of research documents at this time. There may be other documents that were not found because of time or other limitations. There may be new research published tomorrow. This present report represents our best judgment of available information at this time. This format allows for modification and re-analysis as new information becomes available or old information is reinterpreted.

In addition to providing a synthesis of the research, the present report also references some resources which educators can use to implement projects based on findings from that research.

For a more complete description of the analysis process see William G. Savard, Procedures for Research on School Effectiveness Project, Audit and Evaluation Program, Northwest Regional Educational Laboratory, December 10, 1980.

TABLE OF CONTENTS

	Page
Preface	i
INTRODUCTION	1
FINDINGS	3
CONCLUSIONS	8
RECOMMENDATIONS	10
BIBLIOGRAPHY	12
APPENDICES	15
A. Annotated Bibliography of Resources for Parent Involvement in Instruction	15
B. Sample Parent Involvement Programs	19
C. Annotated Bibliography of Additional Research Documents	24
D. Decision Displays	27
E. Item Reports	36

Introduction

The model for analyzing and synthesizing research which was used in preparing this report was previously applied to the subject of parent participation in the autumn of 1980, with the present authors conducting that analysis/synthesis effort.[1] The result of that investigation was a synthesis document organized around the research question, "Do programs which involve parents in the education of their preschool and elementary children have a positive effect on the academic achievement of those children?" The answer to this question, based on the research reports retrieved and reviewed at that time, was that such involvement does indeed have a positive effect on children's intellectual development and academic achievement, and that the more intensively parents are involved, the greater are the benefits conferred upon childrens' learning.

In the recent past educators with whom we work have begun asking several more focused questions about the effects of parent participation--questions which have led us to undertake a second investigation of the parent participation-student outcomes research. First of all, clients and colleagues want to know about the new research findings which have been published since 1980, as this is an area in which research interest continues to run high. Second, there is currently an interest in knowing the effects produced by parent involvement in instruction--a subject which our previous synthesis paper addressed in the context of other types of parent involvement, but did not focus on specifically.

---

[1]Kathleen Cotton and W. G. Savard, Parent Participation (Northwest Regional Educational Laboratory, Audit and Evaluation Program, December 1980.)

A third consideration is the age/grade level with which the parent involvement research is concerned. Due to the proliferation of federally funded preschool and primary school projects with parent participation components, a great deal of parent participation research has to do with very young children, and we can now say with reasonable assurance that parent participation is major force in promoting these children's learning. But what about older students? What, if any, research has been conducted with students at the upper elementary and secondary levels? This being the current major interest of many educators, the present paper differs from many parent participation summaries, including our own 1980 document, in that it is confined to an examination of parent participation in the education of students in kindergarten through high school, and excludes the already well-summarized preschool research.

Finally, and again in response to the stated interests of educators with whom our agency works, this investigation has sought to answer such questions as: Is it important for parents to receive training in instructing their children? What kinds of involvement in instruction are engaged in by parents? What outcomes other than achievement are impacted by parent participation in instruction? What are the effects of such participation on the learning of disadvantaged, ethnic minority and special education students?

These concerns and questions are well worth investigating. Unfortunately, however, the first finding which needs to be reported to people interested in these issues is that there is not a great deal of published research concerning parent participation in the instruction of students in grades K-12. The search and retrieval effort produced only 23 titles which appeared likely to reveal findings in this area.[2] Five of these were deleted,

---

[2]Appendix C cites additional supporting materials which were identified too late in the review process to be analyzed in depth and included in the present research base.

because they did not focus on student outcomes. Of the 18 relevant and valid documents, 13 were retrieved specifically for this report, four were drawn from the information base which supported the 1980 report referred to above, and one was drawn from the support materials for another report prepared by the authors. (Most of the items analyzed for the 1980 report were deemed irrelevant, either because they dealt with preschoolers or because they were concerned with parents participating as policymakers, decision makers, supporters of behavior modification practices or some other kind of noninstructional involvement.) Over half of the 18 useful items in the current information base had not been published at the time of the 1980 report.

Twelve of the documents which support this report were primary sources (studies or evaluations) and six were secondary sources (reviews or summaries). Four of the reports were concerned with kindergarten and/or primary level children, ten with elementary level students, one with junior high and one with the entire preschool-secondary range. Several of the reports were concerned with more than one outcome area. The following areas were the total or partial focus of the documents reviewed: general achievement (seven reports); reading achievement (four); mathematics achievement (two); science achievement (one); student attitudes toward school, particular school subjects and/or homework (three); self-concept (four); study skills (one); time on task (two); motivation (two); and retention (three).

Findings

Only two documents were retrieved which dealt with parent involvement in the instruction of students above the intermediate grades. Both of these offer evidence that such involvement results in achievement and affective improvements. Indeed, one report of a very well-done study with low-achieving junior high school students concludes: "These findings clearly demonstrate

that parental involvement in remediation and restructuring the home environment facilitate gains which continue in the absence of outside supervision." The researchers further state: "Most significant was that these gains were obtained by students who are often described as emotionally apathetic and recalcitrant. Such findings have important implications for the amelioration of academic and motivational difficulties among low-achieving adolescents." While this is encouraging, there is simply not enough research with these older students to allow for the usual identification of themes among the findings of several studies.

Information on parent involvement from kindergarten through the intermediate grades led to formulating the hypothesis that the involvement of parents in the instuction of their primary and upper elementary level children has a positive effect on the academic achievement of those children. Of the 17 documents which addressed this relationship, only three failed to find the achievement outcomes of parent-involved learning superior to those produced by learning without such involvement. Among the sources concerning this subject, several kinds of parent involvement in instruction were investigated, including home tutoring, providing feedback and correction on student homework, monitoring and supporting student study skills at home, parent-student discussion periods concerning schoolwork or pleasure reading, and parent-assisted learning within the school setting. Regardless of the form the parent-supported instruction might take, achievement increases were noted in nearly all cases. Students both exceeded their previous performance in various academic subjects and outperformed control students whose parents were not involved in instructing them.

Some of the research looked at the outcomes of noninvolvement on the part of parents in their children's instructional program, or at the effects produced when such involvement is withdrawn. Such research has shown that

children of uninvolved parents evidence both lower achievement and lower expectations for their futures. One reviewer observed that "a declining rate of parent participation coincides with deterioration in student motivation, performance and ability."

Although parent involvement other than instuctional participation is not the focus of the present report, many of the items reviewed dealt with noninstructional forms of parent involvement, as well as those in which parents do provide instructional support. After his discussion of findings emerging from research on all forms of parent involvement, one reviewer remarked that, although research is inconclusive about the effects of many of these involvement patterns, "the pattern of involvement which focuses directly upon the education process itself, and finds the parent a participating educator, does show a relationship to school achievement in reading and mathematics as well as self-concept."

Apropos of self-concept and of other outcomes in the affective domain, analysis of the support materials for this report led the authors to hypothesize that the involvement of parents in the instruction of their primary and upper elementary level children has a positive effect on the school attitudes, self-concepts and learning motivation of those children. The nine reports that were partially or exclusively concerned with these affective issues all lent support to this hypothesis. As with findings relating to achievement, these findings concerning student affect emerged from studies concerning several different kinds of parent instructional support.

The close relationship between positive affective states and academic achievement is well known and well explicated by social scientists and it is not surprising that this research evidence should be found in conjunction with the evidence in support of the achievement benefits of parent involvement in instruction. It is worth emphasizing, however, that the positive affective

results of parent-supported instruction are truly profound, according to the research evidence. Chronically apathetic low achievers have been shown to demonstrate dramatic motivational and attitudinal improvements when their parents become involved in instructing them. In one study of over 600 third graders, those students whose parents instructed them at home evidenced positive changes on all four of the self-appraisal instruments used by the researchers (self-esteem, attitude toward school, level of anxiety and locus of control). While achievement changes remain the "favorite" among indicators of the success of any program or practice, it is also necessary to attend to these major changes in the affective realm.

So far, we have been discussing the results of research on parent involvement in the instruction of primary and elementary students <u>in general</u>. This is well worth doing, but it is also important to ask what the research has to say about the effects of such participation on special student populations. Projects involving parent-assisted instruction are often undertaken in the first place, because particular groups of students are perceived as being at a disadvantage academically and affectively, and the provision of extra instructional time and help that parents can offer is viewed as one means of overcoming these disadvantages. Does parent-supported instruction, in fact, lead to positive achievement and affective outcomes for such special populations as socio-economically disadvantaged students, students from minority races and subcultures, and students with special learning problems?

Half the reports in the present information base were concerned with one or more of these special populations. Studies were set up which looked at the effects of parent-assisted instruction on the achievement of Hispanic, black and white students from low-income backgrounds. The achievement of inner-city, Black youngsters whose parents fortified their school instruction

at home was compared in one study with similar students who did not receive supplemental home instruction. In another study, reading disabled students were studied to determine the effects of parent-assisted instruction.

The hypothesis generated was that students from low-income backgrounds, ethnic minority students, and students with learning disabilities experience improvements in academic achievement and affective outcomes when their parents take part in their instruction. Ten of the eleven documents which were concerned with one or more of these special populations lent support to this hypothesis, regardless of the specific kind of instructional support provided. Quoting from this diverse group of special-population studies may provide the best sense of the kinds of results obtained: "...having parents tutor their own children in reading appears a viable solution to the remedial needs of the reading disabled child at the decoding level..." "This program has demonstrated that parents can directly help their children with school homework..." "At the elementary level, the limited research which is available indicates that parents who serve as tutors for their children can improve their children's academic achievement..." Some of the research indicates that these special-population students derive even greater benefit from parent-supported instructional activities than do students in general.

Having accepted that parent involvement in instruction can be a powerful means for improving student achievement, attitudes and self-esteem, several of the researchers and reviewers went on to examine the relationship between providing training to parents and the success of those parents as instructors. The hypothesis, that providing training to parents in instructing their children increases their effectiveness in the instructional role, was supported by eight of the eleven reports which addressed this topic. In some of the reports, there was a three-way comparison among the children of trained parent tutors, the children of untrained parent tutors and

a control group of students whose parents provided no instruction. In others, the children of trained parent tutors were compared with the children of non-tutors, and the provision of training was later identified as the major factor leading to the success of the tutoring. In still others, the provision of parent training was seen as the means whereby some of the deficits which often accompany a disadvantaged home background can be removed.

The kinds of training provided differed from study to study. In one investigation, parents received an orientation and were then taught science lessons by the same methods they were to use with their children at home. In others, parents were provided an orientation, sets of instructional materials and general information--"tips," as it were--on conducting home instruction. In some studies, ongoing supervision was provided, and in others only "one-shot" training was offered. Regardless of the approach, the overall finding was to the effect that parents' effectiveness as instructors is greater if the school offers them orientation to and training in the use of home teaching materials and strategies. As one report concluded, "improving the parents' knowledge of ways in which to promote the child's general intellectual development and academic achievement can potentially be very beneficial."

Conclusions

The research base on parent involvement in instruction is relatively small, especially regarding older students. Still, the available research is internally consistent and points to some general conclusions about the effects of parents serving in an instructional support role.

The first observation we offer is that no firm conclusions can be drawn at this point about parent involvement in the instruction of students above the intermediate grades. Fewer parent involvement projects and programs--for

instruction or for anything else--exist for older students, and those that do exist have been investigated less thoroughly. Results of such analyses as have been carried out are very encouraging, but they are insufficient to build a strong case for initiating new projects.

For students in the primary and intermediate grades, parent involvement in instruction enhances achievement and affective outcomes. This holds true whether the parents serve as tutors at home, make themselves available for regular discussion sessions, provide feedback on the results of student homework, or serve as instructional helpers in their children's classrooms. While student outcomes are the focus of this report, is is worthwhile to note that parents' attitudes, self-concepts and rapport with the school have also been demonstrated to change for the better when they become involved in their children's instruction.

Students who come from low-income backgrounds, who are members of ethnic minorities or who have learning disabilities are greatly benefitted, academically and affectively, when their parents become involved in their instruction. It is a happy irony that the very home- and family-related deficits which led to many of these children being identified as disadvantaged in the first place are being overturned in the home, by the family, through parent-assisted instructional projects.

Providing orientation sessions to parents and then training them in how to conduct and monitor instruction, what the instructional materials contain, how to use them, and how to track their children's progress, greatly enhances their effectiveness as instructional supporters. Such practices also build positive parent-school relationships and build parents' self-esteem.

Recommendations

Given the findings and conclusions referenced above, the following recommendations are offered:

1. The research community is encouraged to investigate the effects of parent involvement in the instruction of students above the intermediate level. It is tempting to extrapolate from the findings of research conducted with younger children, but we shall not be able to argue convincingly for the creation of more parent-supported instruction projects for these older students until more research has been conducted and its results published.
2. Schools and districts are encouraged to undertake projects which will involve parents in the instruction of primary and intermediate level children. This may take the form of extending current parent participation programs to include instructional participation.
3. To increase the likelihood of achievement increases and personal-social growth among disadvantaged, ethnic minority and special education students, schools and districts are encouraged to take steps to involve the parents of these students in their instructional programs. This may be undertaken within the context of existing special programs for these students or within an overall school program to increase parent involvement in instruction.
4. Schools and districts are encouraged to make parent orientaion, training and ongoing support features of any parent-supported instructional project they might develop.

Appendices A and B of this report reference several resources which can help schools to engage parent interest and involvement in supporting their children's instruction. Appendix C lists sources of additional research evidence which supports the conclusions drawn in this document--sources which

were not retrieved in time to be fully analyzed, abstracted and included. These sources also offer information to school people on how to gain parent support of and participation in their children's instruction.

BIBLIOGRAPHY

Item No.	Citation
33	Austin Independent School District, Texas Office of Research and Evaluation. Review of research in parental involvement in education, interim report: low SES and minority student achievement study. Austin: Austin Independent School District, July 1977. (ERIC/EDRS No. ED 161 980)
353	Baenniger, L. D., & Ulmer, L. I. School homework as a focus of intervention between parents and children. Paper presented at the Annual Convention of the Western Psychological Association, April 1976. (ERIC/EDRS No. ED 139 506)
270	Corno, L., Mitman, A., & Hedges, L. The influence of direct instruction on student self-approvals: A hierarchical analysis of treatment and aptitude-treatment interaction effects. American Educational Research Journal, 1981, 18, 39-61.
362	Cottier, S. J., & Koehler, S. A. A study skills unit for junior high students. Journal of Reading, 1978, 21, 626-30.
363	Graika, T. Parents: Partners in science, Science and Children, 1981, 19 (1), 13-15.
354	Hauser-Cram, P., et al., Parents and schools: A partnership model. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA, April 1981. (ERIC/EDRS No. ED 206 146)
369	Henderson, A. T. Parent participation-student achievement: The evidence grows. Columbia, MD: National Committee for Citizens in Education, 1982.
367	Hirst, L. T. An investigation of the effects of daily, thirty-minute home practice sessions upon reading achievement with second year elementary pupils. Lexington, KY: University of Kentucky, 1972. (ERIC/EDRS No. ED 082 172)
360	Home-school interaction: Project LEM. Hackensack, NJ: Hackensack Public Schools, 1973.
365	Indelicato, G. T. Community involvement and academic achievement: A positive combination. Community Education Journal, 1980, 7, (4), 6-8.

BIBLIOGRAPHY

Item No.	Citation
356	Langpap, W. Practical handles #2. Public involvement. The home-school-community partnership. Salt Lake City, UT: Utah State Board of Education, June 1980. (ERIC/EDRS No. ED 198 115)
359	Maertens, N., & Johnston, J. Effects of arithmetic homework upon the attitudes and achievement of fourth, fifth and sixth grade pupils. School Science and Mathematics, 1972, 72, (2), 117-126.
52	McKinney, J. A. The development and implementation of a tutorial program for parents to improve the reading and mathematics achievement of their children. Practicum paper, Nord University, June 1975. (ERIC/EDRS No. ED 113 703)
358	Niedermeyer, F. C. Parent-assisted learning in the inner city. Urban Education, 1973, 3, 239-248.
39	O'Neil, A. L. An investigation of parent tutorial intervention as a means of improving reading skills in the primary age child. Unpublished doctoral dissertation, University of Oregon, 1975. (Dissertation Abstract International, A, 37, July-August 1976)
357	Recorded classroom messages get high marks from parents. Educational R&D Report, 4 (3), 1981, 22-23.
366	Rodick, J. D., & Henggeler, S. W. The short-term and long-term amelioration of academic and motivational deficiencies among low-achieving inner-city adolescents. Child Development, 1980, 51, 126-132.
32	Seibert, J., et al., Emerging trends in parent-school communication. Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, Texas, November 29-December 1, 1979). (ERIC/EDRS No. ED 182 734)
355	Sinclair, R. L. (Ed.) A two-way street: Home-school cooperation in curriculum decisionmaking. Boston, MA: Institute for Responsive Education, 1981.
368	Sullivan, H. J., & Labeaune, C. Effects of parent-administered summer reading instruction. Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, MN, March 1970.

BIBLIOGRAPHY

Item No.	Citation
364	Trovato, J., & Bucher, B. Peer tutoring with or without home-based reinforcement, for reading remediation. Journal of Applied Behavior Analysis, 1980, 13, 129-141.
361	Weibly, G. W. Parental involvement programs: Research and practice. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 1979. (ERIC/EDRS No. ED 180 119)
352	Welsh, D. J., et al. Title I parents as compensatory reading instructors: Is there no place like home? Publication No. 80-58. Paper presented at the Annual Meeting of the American Educational Research Association, 1981. (ERIC/EDRS No. 204 073)

APPENDIX A

ANNOTATED BIBLIOGRAPHY OF RESOURCES FOR PARENT INVOLVEMENT IN INSTRUCTION

The following materials provide ideas and suggestions for engaging parental support of and involvement in their children's instructional programs. While far from a comprehensive listing of good materials in this area, these resources have been selected because they address both school people and parents, relate to different kinds of student populations, and are congruent with the research on parent-supported instruction.

Agosta, K. There's no place like home...for reinforcing basic skills. Instructor, 1981, 91, 4-5, 76-78, 80-82. This article provides an annotated listing of recommended materials that parents can use at home to reinforce their children's development of basic skills. Entries are grouped by student age levels from preschool through grade 8.

Barletta, C. (Ed.). Planning and implementing parent/community involvement into the instructional delivery system. Proceedings from a parent/community involvement conference. Lansing, MI: Midwest Teacher Corps Network, 1978 (ERIC/EDRS No. ED 177 658). This conference report includes: (1) descriptions of proven parent/community participation models; (2) a discussion of the decisions teachers must make and the institutional arrangements needed when implementing such models; and (3) delineate research questions concerning further refinement of existing models. (Note: Report available from Institute for Research on Teaching/Publications, 252 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824. Price: $2.00.)

California State Department of Education. Putting it together: A guide to parent involvement in instructional programs. Sacramento, CA: California DOE, 1973. (ERIC/EDRS No. ED 015 828). Ideas to guide parental involvement in educational programs are provided in this booklet. Topics include: (1) why parent involvement is important; (2) how parents can be reached; (3) guidelines for involving parents; (4) the parents' role; (5) how parents may be involved with the school; (6) parent activities in support of instruction; (7) parent involvement in extracurricular activities; and (8) guidelines for home visits.

Caster, J. Establishing the school-parent relationship. Des Moines, IA: Drake University, Midwest Regional Resource Center, 1979 (ERIC/EDRS No. ED 184 259). Intended for educators who deal with parents of handicapped children, this handbook provides practial suggestions for working with parents. Topics include legal perspectives on parent involvement, parent involvement in developing IEP's, and involving parents in the instructional process.

Casterlow, I. E. Enhancing parental effectiveness. Paper presented at the Council for Exceptional Children Conference on the Exceptional Black Child. New Orleans, LA, February 1981. (ERIC/EDRS No. ED 209 841) This article is intended to increase teachers' effectiveness in engaging and maintaining parent participation in instruction. Methods for gaining parental support are presented, along with information on parent-supported instructional activities.

Farmer, M. N., et al. What beginning English teachers need to know about working with parents. English Education, 1979, 10, 247-251. This article presents a series of suggestions for enlisting parents' support of language arts instruction, for providing parents with materials to develop their children's language skills, and for conducting workshops for parents who want to support their children's language arts development.

Forbes, E., et al. Working with parents. Instructor, 1980, 89, (8), 52-58. This article presents several methods for teachers to use in working with parents. In addition to information on parent resource centers and guidelines for parent-teacher conferences, methods are presented for utilizing parents as classroom volunteers, and skill development activities that parents can use at home with their children are described.

Dougherty, M., & Dyal, M. A. Community involvement: Training parents as tutors in a junior high. The School Counselor, 1976. A training program designed to enable parents to serve as tutors of a junior high regular and special education students is described. Training content focuses on both tutoring skills and on the characteristics of adolescents.

Hawaii State Department of Education. A handbook on how to involve parents in school activities: Hawaii Follow Through Project. Honolulu: Hawaii State DOE, Office of Instructional Services, 1978. (ERIC/EDRS No. ED 197 852) This handbook offers ideas for kindergarten and elementary teachers to use to: (1) help parents understand how learning takes place; (2) provide parents with opportunities to observe and participate in classroom activities; and (3) work with parents to reinforce their efforts to educate their children. Additional information is presented on establishing initial contact, utilizing parent resources, and establishing a parent advisory council.

Hawaii State Department of Education. A handbook on parent involvement with a focus on positive parents' educational and social development and positive parent-child interactions. Honolulu, HI: Hawaii State DOE, Office of Instructional Services, 1980. These handbooks (1978 and 1980) describe procedures for involving parents in school activities and for conducting: (1) parent-child interaction activities in schools for disadvantaged families; and (2) workshops for parents to facilitate development at their social, educational and caretaker roles.

National Education Association. Parents as partners in teaching handicapped children. (Tips for teachers: Module 2). Description of teacher inservice materials. Washington, D.C.: NEA, 1977. (ERIC/EDRS No. ED 164 539) This report describes a practical model for initiating and implementing a parent-tutor program for handicapped children. Information is provided concerning making initial contact with parents, conducting parent training, and methods parents can use to tutor their children. Program purposes, content, activities, and resources are outlined, together with ordering information, evaluation data and information on program development.

O'Neil, K. Parent involvement: A key to the education of gifted children. Gifted Child Quarterly, 1978, 22, 235-242. This article describes and provides examples of ways the parents of gifted children can become involved in working with their children on homework assignments.

Schreuker, C. (Ed.). Theme: What every parent should know about reading. West Allis, WI: Wisconsin State Reading Association, 1981. (ERIC/EDRS No. ED 200 907) This series of articles focuses on the role of the parent in the school reading program. Topics include: (1) ways that parents can support the reading program; (2) developing a time management system for home reading instruction; (3) ways parents can help junior high reading disabled students; (4) general information on reading instruction; (5) sex-role stereotyping in reading material; (6) responsibilities of reading teachers toward parents; (7) developmental reading in the high school; and (8) administering a home reading program.

Swick, K. Ideas for parent-teacher made home learning kits. Education for the Disadvantaged Child, 1974, 2 (3), 14-17. This article discusses ways that teachers and parents can work together to develop home learning materials to support the development of positive self-esteem among disadvantaged children.

Tregaskis, G. K., et al. Learning experiences at home: Reinforcement for the intermediate grades. Albany, NY: New York State Education Department, 1977. (ERIC/EDRS No. ED 145 924) This guide was designed for use in teaching parents how to provide learning experiences for their children at home. Activities outlined are intended to support the development of skills in reading, writing and computating. Take-home activity sheets can be reproduced by teachers and sent home to parents.

Vacanti, L. Parent-generated home-school activities. Washington D.C.: U.S. Office of Education, 1977. (ERIC/EDRS No. ED 141 360) This teaching module is intended for use in inservice training for parent educators who serve as home visitors. It may be used by teachers, parent volunteers, paraprofessionals or other adults who want to develop home learning activities that meet the individual needs of children.

APPENDIX B

SAMPLE PARENT INVOLVEMENT PROGRAMS

This section contains overview information on several programs which involve parents in the instruction of their school-age children. This brief selection is offered to provide readers a sense of the kinds of programs which exist and the results which have been obtained through implementing them. Sources for additional program information are included. Included among the programs listed are some Title II Basic Skills projects which were begun in FY 80 and showed promise for success, but which have not been operated and evaluated ongoingly owing to reductions in federal funding. In light of the research findings concerning programs of this kind, descriptions of some of these Title II projects are provided for readers who may wish to learn about and perhaps build on the initial work conducted by staff of these efforts.

SAMPLE PARENT INVOLVEMENT PROGRAMS

Program/Model	Level	Major Goal(s)	Major Features	Evidence of Effectiveness	For More Information
Basic Skills Parent Participation Project	K-Elementary	To provide parents the skills and awareness to work effectively with their children. To promote increased reading and math gains on the part of program students.	Initial and followup workshops for parent leaders. Training of additional leaders by group initially trained. Trainers serve as advisory council members and as home tutors.	Title II Basic Skills Project	Contact: Ernestine G. Givan, Seattle School District #1, 815 4th Avenue, North, Seattle, WA 98109 (206)587-5545.
Bilingual Mini-School Tutoring Project-Mobile Component	Elementary	To provide instructional continuity for the children of migrant parents. To increase facility in use of English. To promote basic skills achievement gains.	Family members are trained to tutor children as they move from one work site to another. Program administrators serve as liaison role with schools children attend. Lessons are provided in Spanish and English.	Development of English language proficiency on the part of program children. Program children evidenced accelerated gains in both math and reading.	See: McConnell, B. Bilingual Mini-school tutoring project. Evaluation progress report No. 3. Mid-year evaluation, program year 2. Mabton, WA: Mabton School District, 1974.
Parent as Essential	Elementary	To develop procedures and materials for parent participation. To foster exemplary student performance in reading and writing skills across discourse methods and subject matters.	Specification of essentials and outcomes in basic skills. Performance aids to assist parents in assisting their children. Training for parents working in adaptive classrooms.	Title II Basic Skills Project	Contact: Gabriel Della-Piana, Bureau of Educational Research, 308 WMBH, University of Utah, Salt Lake City, UT 84112 (801) 581-6401

Program/Model	Level	Major Goal(s)	Major Features	Evidence of Effectiveness	For More Information
Parent Education Follow Through Program	Preschool and primary level children, parents, community members, teachers	To enable parents and community members to become effective tutors. To establish a more effective home learning environment. To foster improved home-school relationships.	Parents and community members are trained as home teachers and teacher auxilaries. Development of materials for home learning.	Observor reports indicated increases in desired teaching behaviors by parents. Math and reading achievement increases by children of program parents.	See: Gordon, I. J., & Breivogel, W. E. (Eds.) Building effective home school relationships. Boston: Allyn & Bacon, 1976.
Parents and Educators Together	K-12	To increase the number and effectiveness of parents assisting their children in the basic skills. To improve teacher-parent communication.	Includes handbooks and videotapes to promote parent involvement. Teacher training to enable teachers to work effectively with parents. Training sessions and materials for parents and volunteer aides.	Title II Basic Skills Project	Contact: Valerie Churchman, Shoshone Joint School District #312, Box 2-D, Shoshone, ID 83352 (208) 866-7643
Parents Are Teachers Too Program	Primary level children, parents	To increase the quality of parent-child interactions. To increase the child's social, intellectual and perceptual motor skills. To increase the child's self-esteem.	Instruction in improving parent-child interactions. Provision of basic teaching skills. Use of a group format to encourage discussion of materials preparation.	I.Q. gains among children of participating parents. More positive self-concept scores among children of participants.	Contact: Judith Kuipers, Department of Family and Child Studies, College of Home Economics, University of Tennessee, Knoxville, TN 37916

Program/Model	Level	Major Goal(s)	Major Features	Evidance of Effectiveness	For More Information
Personalized Kindergarten Program	Kindergarten children, parents	To test for developmental deficits to identify children in need of help. To bring developmentally deficient children to an acceptable level of performance by grade 1.	Parent workshops to present suggested home activities. Short (10 minute) instructional periods with children each day.	Participating children scored within normal range on posttests. Program children maintained their gains over a longer period than non-program children.	See: Boulder Valley School District, A personalized kindergarten program with supplementary parent involvement: Final report. Boulder Valley, CO: Boulder Valley School District, 1975.
Project HELP (Home Educational Learning Program)	Grade 1	To increase reading and math skills of young children.	Home learning lab activities using simple materials available in most homes. Orientation and explanation letter sent home with children at outset of project.	Significant rise in reading achievement. Increased willingness of family members to participate in their children's education. Program students significantly outperformed control group.	Contact: Beverly Mattox or Dorothy Rich, The Home and School Institute, Trinity College, Washington, DC 20017
"PUSH" for Excellence	Junior high students, parents	To improve achievement. To improve attitudes and learning motivation.	Parent training from program supervisor. Daily parent-student work-sessions and/or discussion periods. Parent-guided language arts practice.	Improvements in student achievement, motivation and attitudes. Greater retention by program students than by students tutored by professionals or students receiving no tutoring.	See: Rodick, J. D., & Henggeler, S. W. The short-term and long-term, amelioration of academic and motivational deficiencies among low-achieving inner-city adolescents. Child Development, 1980, 51, 126-132. (Item 366.)

Program/Model	Level	Major Goal(s)	Major Features	Evidence of Effectiveness	For More Information
Reading at Home Program	Elementary students, parents	To foster basic skill increases in children. To build parents' skills and confidence as teachers.	Series of five parent meetings wherein parents are given materials and instruction in using them with their children.	Parent and child satisfaction with program. Increases in basic skill competencies among participating children.	See: Breiling, A. Using parents as teaching partners. The Reading Teacher, 1976, 30, 187-192.
Summer Reading Program	Kindergarten children, parents	To preserve/enhance reading skills over the summer months.	Structured materials provided to parents. Program management information included in materials packet. Daily parent-supported reading instruction.	Program students outperformed comparison students. Program students maintained or increased beginning reading competencies over the summer.	See: Sullivan, H. J., & Labeaune, C. Effects of parent-administered summer reading instruction. Paper presented at the Annual Meeting of AERA, Minneapolis, MN, 1970. ED 042 831. (Item 368.)
Televised Basic Skills Home Study Project for Parent/Students	K-12 students, parents	To provide basic skills training to parents. To bring about 80% basic skills mastery on the part of students receiving parent-assisted instruction.	Parent instruction in basic skills offered in an evening television series. Home study kits provided for parents' use with their children.	Project in startup phase; evaluation to focus on parents' use of materials with their children.	Contact: Ronald C. Solis, 1025 Second Avenue, Oakland, CA 94606
Wheatley School Parent Involvement Program	Preschool-grade 6, parents	To produce increases in the math and reading achievement of disadvantaged Black students.	Parent group discussions. Provision of home learning activities to parents. Parent participation in after-school parent program. Parent-teacher mini-workshops.	Significant gains in both reading and math at all grade levels (20% in grade 1 - 5.5% in grade 6). Increases in parent involvement.	See: Gross, M. Combined human efforts in elevating achievement at the Wheatley School, Washington, DC. Washington, DC: Nova University, 1974.

APPENDIX C

ANNOTATED BIBLIOGRAPHY OF ADDITIONAL RESEARCH DOCUMENTS

APPENDIX C

ANNOTATED BIBLIOGRAPHY OF ADDITIONAL RESEARCH DOCUMENTS

Boulder Valley School District. A personalized kindergarten program with supplementary parent involvement: Final Report. Boulder, CO: Boulder Valley School District, June 1975. (ERIC/EDRS No. ED 116 791) "High need" children who were given teacher-designed home stimulation by their parents scored significantly higher on standardized tests and were able to maintain their achievement gains over a longer period of time than similar children who received only an in-school program.

Gallagher, J. J., et al. Parent involvement, parent-teacher interaction, and child development. Chapel Hill, NC: Frank Porter Graham Child Development Center, April 1976. A project to develop parents' educational role in the home and to increase interaction between home and school significantly improved kindergarten childrens scores on the Iowa Test of Basic Skills.

Gordon, I., Olmsted, P., Rabin, R., & True, J. Continuity between home and school: Aspects of parent involvement in Follow Through. Chapel Hill, NC: University of North Carolina, 1978. (ERIC/EDRS No. ED 154 931) Parent education programs sponsored by the federal Follow Through program led to improved performance by children on reading and mathematics tests. The types of parent involvement studied include: (1) teacher of own child; (2) paraprofessional at the school; (3) decision maker; (4) learner; (5) audience; and classroom volunteer. "The key role is teaching one's own child..."

Gordon, I. What does research say about the effects of parent involvement on schooling? Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development. San Francisco, CA, 1978. This review of recent research indicates that the more comprehensive and long-lasting the parent involvement, the more effective it is likely to be for enhancing childrens' achievement and fostering positive school-community relations. Programs for school-age children are most effective when they "include as their major delivery system parents working at home with their cildren."

Henderson, R. W., & Swanson, R. The socialization of intellectual skills in Papago children: The effects of a parent training program. Tucson, AZ: Arizona Center for Educational Research and Development, University of Arizona, July 1973. (ERIC/EDRS No. ED 081 471) Papago Indian first graders lacking in important basic learning skills were successfully coached at home by their mothers, who were trained by Native American paraprofessionals.

Matuszek, P. Review of research in parent involvement in education, interim report: Low socioeconomic status and minority student achievement study. Austin, TX: Austin Independent School District, July 1977. (ERIC/EDRS No. ED 161 980) Data from several unpublished studies show that parent involvement can be effective in improving the academic achievement of low-income and minority children. "...research on elementary grades...indicates that programs to train parents in tutoring techniques have been most successful."

Rich, D. The relationship of the Home Learning Lab technique to first grade student achievement. Dissertation. Washington, D.C.: Catholic University of America, 1976. Parents who used simple, learning-at-home techniques to tutor their children were able to raise their children's achievement in reading.

Stearns, M. S., & Peterson, S., et al. Parent involvement in compensatory education programs: Definitions and findings. Stanford, CA: Menlo Park Educational Policy Research Center, Stanford Research Institute, August 1973. (ERIC/EDRS No. ED 088 588) This review of federal evaluation reports indicates that there is a connection between parent involvement and institutional change and that involving parents as tutors and trainers can have positive effects on childrens' IQ scores.

Woods, C. The effects of Parent Involvement Program on reading readiness scores. Mesa, AZ: Mesa Arizona Public Schools, 1974. (ERIC/EDRS No. ED 104 527) Disadvantaged kindergarten children in an Arizona public school system whose parents helped in the classroom and tutored their children at home gained significantly in reading readiness.

APPENDIX D

DECISION DISPLAYS

PARENT INVOLVEMENT IN INSTRUCTION
Decision Display
#1

Restatement of issue as hypothesis:

The involvement of parents in the instruction of their primary and upper elementary level children has a positive effect on the academic achievement of those children.

Item Number	Short Title	Quality Rating of Study (5=High)	
Items which tend to support hypothesis:			
39	O'Neil, 1975, Parent Tutoring in Reading	[4]	
366	Rodick & Henggeler, 1980, Parent Participation in Adolescent Learning	[4]	
361	Weibly, 1979, Parent Involvement Research and Practice	[4]	(studies generally support)
33	Austin, et al., 1977, Parent Involvement in Child Instruction, Low SES	[3]	(studies generally support)
353	Baenniger & Ulmer, 1976, Baton Rouge Homework Program	[3]	
369	Henderson, 1982, Parent Participation Evidence	[3]	(studies generally support)
365	Indelicato, 1980, Community Involvement and Achievement	[3]	(studies generally support)
359	Maertens & Johnson, 1972, Parents and Math Homework	[3]	
355	Sinclair, 1981, Parent Participation Monograph	[3]	(studies generally support)
368	Sullivan & Labeaune, 1970, Summer Reading Program	[3]	
357	CEMREL, 1981, Recorded Classroom Messages	[2]	(for grade 3)
360	Hackensack Schools, 1973, Project LEM	[2]	
52	McKinney, 1975, Parent Tutoring	[2]	
32	Seibert, et al., 1979, Parent-School Communication	[2]	(studies generally support)
Items which tend to deny hypothesis:			
367	Hirst, 1972, Home Reading Practice	[3]	
352	Welsh, 1981, At-Home Program	[3]	
357	CEMREL, 1981, Recorded Classroom Messages	[2]	(for grade 4)

Item Number	Short Title	Quality Rating of Study (5=High)

Items which are inconclusive regarding the hypothesis:

None.

Items were excluded because they were weak:

None.

Items which were excluded because they were judged to be irrelevant to this hypothesis:

270 Corno, et al., 1981, Student Self Appraisals
354 Hauser-Cram, et al., 1981, Parent Participation in Special Education
356 Langpap, 1980, Model Parent Involvement Programs
358 Niedermeyer, 1973, Parent Involvement in Kindergarten
362 Cottier & Koehler, 1978, Jr. High Study Skills
363 Graika, 1981, Parents in Science
364 Trovato & Bucher, 1980, Peer Tutoring/Home Reinforcement

PARENT INVOLVEMENT IN INSTRUCTION
Decision Display
#2

Restatement of issue as hypothesis:

The involvement of parents in the instruction of their primary and upper elementary level children has a positive effect on the school attitudes, self-concepts and learning motivation of those children.

Item Number	Short Title	Quality Rating of Study (5=High)	
Items which tend to support hypothesis:			
270	Corno, et al., 1981, Student Self Appraisals	[4]	
369	Henderson, 1982, Parent Participation Evidence	[4]	(studies generally support)
366	Rodick & Henggeler, 1980, Parent Participation in Adolescent Learning	[4]	
353	Baenniger & Ulmer, 1976, Baton Rouge Homework Program	[3]	
365	Indelicato, 1980, Community Involvement and Achievement	[3]	(studies generally support)
355	Sinclair, 1981, Parent Participation Monograph	[3]	(studies generally support)
363	Graika, 1981, Parents in Science	[2]	
360	Hackensack Schools, 1973, Project LEM	[2]	
32	Seibert, et al., 1979, Parent-School Communication	[2]	

Items which tend to deny hypothesis:

None.

Items which are inconclusive regarding the hypothesis:

None.

Items which were excluded because they were weak:

None.

Items which were excluded because they were judged to be irrelevant to this hypothesis:

33 Austin, et al., 197, Parent Involvement in Child Instruction, Low SES
39 O'Neil, 1975, Parent Tutoring in Reading
52 McKinney, 1975, Parent Tutoring
352 Welsh, 1981, At-Home Program
354 Hauser-Cram, et al., 1981, Parent Participation in Special Education
356 Langpap, 1980, Model Parent Involvement Programs
357 CEMREL, 1981, Recorded Classroom Messages
358 Niedermeyer, 1973, Parent Involvement in Kindergarten
359 Maertens & Johnson, 1972, Parents and Math Homework
361 Weibly, 1979, Parent Involvement Research and Practice
362 Cottier & Koehler, 1978, Jr. High Study Skills
364 Trovato & Bucher, 1980, Peer Tutoring/Home Reinforcement
367 Hirst, 1972, Home Reading Practice
368 Sullivan & Labeaune, 1970, Summer Reading Program

PARENT INVOLVEMENT IN INSTRUCTION
Decision Display
#3

Restatement of issue as hypothesis:

Students from low-income backgrounds, ethnic minority students, and students with learning disabilities experience improvements in academic achievement and affective outcomes when their parents take part in their instruction.

Item Number	Short Title	Quality Rating of Study (5=High)	
Items which tend to support hypothesis:			
39	O'Neil, 1975, Parent Tutoring in Reading	[4]	
366	Rodick & Henggeler, 1980, Parent Participation in Adolescent Learning	[4]	
361	Weibly, 1979, Parent Involvement Research	[4]	(studies generally support)
33	Austin, et al., 1977, Parent Involvement in Child Instruction, Low SES	[3]	(studies generally support)
353	Baenniger & Ulmer, 1976, Baton Rouge Homework Program	[3]	
369	Henderson, 1982, Parent Participation Evidence	[3]	(studies generally support)
365	Indelicato, 1980, Community Involvement and Achievement	[3]	(studies generally support)
355	Sinclair, 1981, Parent Participation Monograph	[3]	(studies generally support)
52	McKinney, 1975, Parent Tutoring	[2]	
32	Seibert, et al., 1979, Parent-School Communication	[2]	(studies generally support)
Items which tend to deny hypothesis:			
352	Welsh, 1981, At-Home Program	[2]	

Items which are inconclusive regarding the hypothesis:

None.

Item Number	Short Title	Quality Rating of Study (5=High)

Items which were excluded because they were weak:

None.

Items which were excluded because they were judged to be irrelevant to this hypothesis:

270 Corno, et al., 1981, Student Self Appraisals
354 Hauser-Cram, et al., 1981, Parent Participation in Special Education
356 Langpap, 1980, Model Parent Involvement Programs
357 CEMREL, 1981, Recorded Classroom Messages
358 Niedermeyer, 1973, Parent Involvement in Kindergarten
359 Maertens & Johnson, 1972, Parents and Math Homework
360 Hackensack Schools, 1973, Project LEM
362 Cottier & Koehler, 1978, Jr. High Study Skills
363 Graika, 1981, Parents in Science
364 Trovato & Bucher, 1980, Peer Tutoring/Home Reinforcement
367 Hirst, 1972, Home Reading Practice
368 Sullivan & Labeaune, 1970, Summer Reading Program

PARENT INVOLVEMENT IN INSTRUCTION
Decision Display
#4

Restatement of issue as hypothesis:

Providing training to parents in instructing their children increases their effectiveness in the instructional role.

Item Number	Short Title	Quality Rating of Study (5=High)	
Items which tend to support hypothesis:			
270	Corno, et al., 1981, Student Self Appraisals	[4]	
39	O'Neil, 1975, Parent Tutoring in Reading	[4]	
366	Rodick & Henggeler, 1980, Parent Participation in Adolescent Learning	[4]	
361	Weibly, 1979, Parent Involvement Research and Practive	[4]	(studies generally support)
359	Maertens & Johnson, 1972, Parents and Math Homework	[3]	
353	Baenniger & Ulmer, 1976, Baton Rouge Homework Program	[3]	
363	Graika, 1981, Parents in Science	[2]	
52	McKinney, 1975, Parent Tutoring	[2]	
Items which tend to deny hypothesis:			
367	Hirst, 1972, Home Reading Practice	[3]	
368	Sullivan & Labeaune, 1970, Summer Reading Program	[3]	
352	Welsh, 1981, At-Home Program	[3]	

Items which are inconclusive regarding the hypothesis:

None.

Items which were excluded because they were weak:

None.

Items which were excluded because they were judged to be irrelevant to this hypothesis:

32 Seibert, et al., 1979, Parent-School Communication
33 Austin, et al., 1977, Parent Involvement in Child Instruction, Low SES
354 Hauser-Cram, et al., 1981, Parent Participation in Special Education
355 Sinclair, 1981, Parent Participation Monograph
356 Langpap, 1980, Model Parent Involvement Programs
357 CEMREL, 1981, Recorded Classroom Messages
358 Niedermeyer, 1973, Parent Involvement in Kindergarten
360 Hackensack Schools, 1973, Project LEM
362 Cottier & Koehler, 1978, Jr. High Study Skills
364 Trovato & Bucher, 1980, Peer Tutoring/Home Reinforcement
365 Indelicato, 1980, Community Involvement and Achievement
369 Henderson, 1982, Parent Participation Evidence

APPENDIX E

ITEM REPORTS

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 32 LOCATION: NWREL Info. Center/Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/24/80

CITATION: Seibert, J., et al., Emerging trends in parent-school communication. Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, Texas, November 29-December 1, 1979). (ERIC/EDRS No. ED 182 734)

DESCRIPTORS: Parent Participation

SHORT TITLE: Seibert, et al., 1979, Parent-School Communication

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE _X_ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good review, but it concentrates more on descriptions of programs designed to improve parent participation than on research on results of such programs.

SYNOPSIS:

This paper discusses current trends and issues in parent-school communication patterns. The authors cite [illegible]e reasons for current interest and concern in parent-school relationships and describe several programs designed to facilitate positive home-school interactions. Results of a Texas survey involving 254 parents are presented. Parents surveyed indicated that the most effective communication methods are (in descending order): parent-teacher conferences, open house, reports cards and teacher notes.

The paper includes a brief review of research on parental influence on achievement (described on the following page).

ITEM NUMBER: 32 SHORT TITLE: Seibert, et al., 1979, Parent-School Communication

RESEARCHER'S FINDINGS:

Research from the 1960s demonstrated the crucial influence of the home on school achievement. Headstart and many other intervention programs were developed in response to these findings.

Some studies indicated that the effect of home influence on student achievement was so powerful that schools could do little to equalize education without changes in cultural and economic status.

Current research emphasizes a new perspective, in which the school (via the teacher) seeks to involve the family in the child's education. Studies show impressive, lasting achievement gains on the part of children whose parents are actively involved in their schooling.

RESEARCHER'S CONCLUSIONS:

Schools need to develop ways to involve parents who do not respond to existing methods, to evaluate existing communications and to establish two-way communication patterns.

REVIEWER'S NOTES AND COMMENTS:

A copy of the document is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 33 LOCATION: NWREL Info. Center/Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/24/80

CITATION: Austin Independent School District, Texas Office of Research and Evaluation. Review of research in parental involvement in education, interim report: low SES and minority student achievement study. Austin: Austin Independent School District, July 1977. (ERIC/EDRS No. ED 161 980)

DESCRIPTORS: Parent Participation, Student Characteristics

SHORT TITLE: Austin, et al., 1977, Parent Involvement in Child Instruction, Low SES

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 . 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good analysis of eighteen studies.

SYNOPSIS:

This is a review of research on the effects of parent involvement on the achievement of minority and low socioeconomic status children. Research on parent involvement activities and their influence on children's achievement at the preschool and elementary levels is examined and synthesized. Preschool and elementary studies were treated separately. A total of eighteen studies were analyzed, ten of which were clearly related to preschool, eight related to elementary grades.

ITEM NUMBER: 33 SHORT TITLE: Austin, et al, 1977, Parent Involvement in Child Instruction, Low SES

RESEARCHER'S FINDINGS:

At the preschool level, studies generally show that parental involvement is beneficial. In studies where parents were instructed concerning methods of promoting their children's intellectual development were found to be particularly successful in producing long-term improvements in the academic achievement of low SES children. A few studies also report success in improving the achievement of low SES children whose parents work as paraprofessionals in the school or who serve in an advisory capacity for preschool programs.

At the elementary level, the limited research which is available indicates that parents who serve as tutors for their children can improve their children's academic achievement.

RESEARCHER'S CONCLUSIONS:

In a general sense, it seems that parent involvement can be effective in improving the academic achievement of low SES and ethnic minority children. Improving the parents' knowledge of ways in which to promote the child's general intellectual development and academic achievement can potentially be very beneficial.

REVIEWER'S NOTES AND COMMENTS:

A copy of the document is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 39 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: 12/1/80

CITATION: O'Neil, A. L. An investigation of parent tutorial intervention as a means of improving reading skills in the primary age child. Unpublished doctoral dissertation, University of Oregon, 1975. (Dissertation Abstract International, A, 37, July-August 1976)

DESCRIPTORS: Parent Participation

SHORT TITLE: O'Neil, 1975, Parent Tutoring in Reading

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT X

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good study. It should be replicated with older children.

SYNOPSIS:

The primary purpose of this study was to compare the performance of reading disabled students when (a) parents tutored with little or no supervision and when (b) parents tutored with ongoing close supervision by a reading specialist. A second purpose was to determine if parent tutoring in either form was significant when compared with a monitored control group.

One hundred and fifty-nine students in grades 1, 2 and 3, who were at least one year below grade level in reading, comprised the subjects. They were randomly divided into three groups--control, supervised tutoring and nonsupervised tutoring. The tutoring program lasted ten weeks and two post-tests and a parent questionnaire were administered.

ITEM NUMBER: 39 SHORT TITLE: O'Neil, 1975, Parent Tutoring in Reading

RESEARCHER'S FINDINGS:

Children who received the supervised tutoring did not exhibit significant differences in decoding skills from those who received unsupervised tutoring, but they did perform better in other reading skill areas (oral reading rates, reading consonant sounds). Supervised parent tutors experienced greater confidence, covered more material and tutored more regularly than the unsupervised parent tutors.

Children of both the supervised and unsupervised parent tutors performed bettter than the control group on various subskills.

RESEARCHER'S CONCLUSIONS:

"...parental-tutorial efforts in teaching reading using a structured mastery level reading program were not significantly more effective in most instances when extensive supervision was provided than when it was not.

"...when parents tutored their own children in reading, whether supervised or unsupervised, they were effective in increasing their child's rate in some reading subskills. Therefore, having parents tutor their own children in reading appears a viable solution to the remedial needs of the reading disabled child at the decoding level."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of the entire abstract is in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 52 LOCATION: NWREL Info. Center/Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/25/80

CITATION: McKinney, J. A. The development and implementation of a tutorial program for parents to improve the reading and mathematics achievement of their children. Practicum paper, Nord University, June 1975. (ERIC/EDRS No. ED 113 703)

DESCRIPTORS: Parent Participation

SHORT TITLE: McKinney, 1975, Parent Tutoring

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Effect measured over only a very short time period, i.e., 15 weeks. Does not allow for broad generalizations.

SYNOPSIS:

The purpose of the practicum was to teach parents tutoring skills so that they could help raise their children's reading and mathematics achievement. The pupils and parents in the project were from a tri-ethnic population of blacks, whites and Spanish surnamed. Fifty parents were trained two hours a day for 15 weeks to tutor their children at home in reading and mathematics. Fifty pupils whose parents did not receive the training served as the control group.

Experimental and control group students were pretested in reading and math. Parents were pre- and post-tested using an attitude questionnaire. The study hypothesized that program students would evidence achievement gains and program parents would have more positive attitudes toward the school.

ITEM NUMBER: 52 SHORT TITLE: McKinney, 1975, Parent Tutoring

RESEARCHER'S FINDINGS:

Program students scored higher on the post-test than non-program students in both subjects, and program parents developed more positive attitudes toward the school than did nonparticipating parents.

RESEARCHER'S CONCLUSIONS:

"... Where parents are involved in their children's education, achievement will show a marked increase."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of parts of the document is included in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 270 LOCATION: Project Files

REVIEWER: K. Cotton DATE REVIEWED: February 1982

CITATION: Corno, L., Mitman, A., & Hedges, L. The influence of direct instruction on student self-approvals: A hierarchical analysis of treatment and aptitude-treatment interaction effects. American Educational Research Journal, 1981, 18, 39-61.

DESCRIPTORS: Direct Instruction

SHORT TITLE: Corno, et al., 1981, Student Self Apprisals

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

A good, strong study on affective results of direct instruction.

SYNOPSIS:

This is the report of a study which examined the effect on student self-appraisals produced by different degrees of direct instruction. Thirty-three teachers and their 634 third graders participated. Teachers were divided into groups and (1) received intensive training in a program designed to increase their capacity to provide direct instruction;* (2) received minimal training in this area; or (3) received no training in this area. Each student, in addition to receiving instruction from teachers in one of the above categories, either (1) were instructed by their parents in classroom behavior skills (reviewing, stating goals, volunteering, etc.), or (2) were not so instructed. In October and in May of the 1976-77 school year students completed four self-appraisal instruments--a self-esteem measure, an attitude-toward-school inventory, an anxiety questionnaire and a scale which measured locus of control.

---

*The teacher training program included content in behavior management, general instructional methods and questioning and feedback techniques.

ITEM NUMBER: 270 SHORT TITLE: Corno, et al., 1981, Student Self Appraisals

RESEARCHER'S FINDINGS:

Both minimal and intensive teacher training produced more positive self-appraisals than no training. When a student worked with a teacher who had experienced either minimal or intensive training and received parent instruction in the home, results were more positive still. Of the two kinds of treatment, parent instruction had a more powerful positive effect on self-appraisal scores than working with a trained teacher.

RESEARCHER'S CONCLUSIONS:

"To those who study variations on 'direct instruction'...results suggest the treatments used here can leave positive effects on student self-appraisals."

REVIEWER'S NOTES AND COMMENTS:

A copy of the article may be found in the Direct Instruction backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 352 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Welsh, D. J., et al. Title I parents as compensatory reading instructors: Is there no place like home? Publication No. 80-58. Paper presented at the Annual Meeting of the American Educational Research Association, 1981. (ERIC/EDRS No. 204 073)

DESCRIPTORS: Parent Participation, Compensatory Education

SHORT TITLE: Welsh, 1981, At-Home Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The study appeared to be well done. More data on program materials and actual at home activities might serve to explain the lack of program impact upon the students' achievement.

SYNOPSIS:

The At-Home program described in this report was operated by the Austin Independent School District in the Summer of 1980. Participants included 333 Title I students in grades K-5 and their families. There were approximately equal numbers of Anglo, Black and Hispanic participants. The program goal was to improve the reading skills of low-achieving children through a series of parent-directed reading lessons conducted in the home. Parents received training in how to conduct the reading sessions and could request additional assistance if needed. They then worked with their children for 15-20 minutes per day over 10-weeek period. Program children and a control group of non-program Title I children were pre- and posttested using standardized tests appropriate to each age group.

ITEM NUMBER: 352 SHORT TITLE: Welsh, 1981, At-Home Program

RESEARCHER'S FINDINGS:

There were no differences between program students and non-program students either in overall reading skills scores or in achievement of specific reading skills. Achievement gains were not related to the number of lessons completed, nor did students who had participated in the program in previous years make larger gains than those participating for the first time.

RESEARCHER'S CONCLUSIONS:

"To summarize, the program apparently had no discernable impact on reading achievement as measured by standardized tests scores."

"...parents who participated in the program were generally very enthusiastic about it, many of them expressing a desire for its continuation."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 353 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Baenniger, L. D., & Ulmer, L. I. School homework as a focus of intervention between parents and children. Paper presented at the Annual Convention of the Western Psychological Association, April 1976. (ERIC/EDRS No. ED 139 506)

DESCRIPTORS: Parent Participation, Homework, Study Habits

SHORT TITLE: Baenniger & Ulmer, 1976, Baton Rouge Homework Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This was a good study with a small population.

SYNOPSIS:

This report describes a program which involved training the parents of children who had serious behavioral and study habit problems to supervise those children's home study habits and help them to exhibit appropriate behavior. Thirty-six children ages 5-12 and their parents participated. Program children were identified as having problems such as short attention span, disruptive classroom behavior, failure to complete assignments and lack of self-confidence. Parents and children participated in training sessions five days a week for seven weeks, during which parents received instruction in behavior modification techniques and practiced using these with their children. At home, parents applied these techniques providing reinforcement of desirable study behaviors in prescribed ways. Data were kept on the degree of achievement of program goals, such as the ability to follow instructions, to give sustained effort to homework problems, etc.

ITEM NUMBER: 353 SHORT TITLE: Baenniger & Ulmer, 1976, Baton Rouge Homework Program

RESEARCHER'S FINDINGS:

Of the 36 families, 31 were able to achieve a situation in which the child had an average of 90% intervals of steady and correct working habits on the last four sessions.

After a followup interval, 12 of the families were still able to achieve this degree of productive study when working together.

RESEARCHER'S CONCLUSIONS:

"This program had demonstrated that parents can directly help their children with school homework."

Discussion is offered concerning the potential use of such a program in other settings.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 354 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Hauser-Cram, P., et al., Parents and schools: A partnership model. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA, April 1981. (ERIC/EDRS No. ED 206 146)

DESCRIPTORS: Parent Participation, Special Education

SHORT TITLE: Hauser-Cram, et al., 1981, Parent Participation in Special Education

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This project, Project Partnership, was aimed at increasing home-school communication and increasing parent involvement in the education of their handicapped children. Though the project evaluation revealed increases in the degree of parent-teacher contact, the relationship of this increase to student outcomes was not explored.

ITEM NUMBER: 354 SHORT TITLE: Hauser-Cram, et al., 1981, Parent Participation in Special Education

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 355 LOCATION: NWREL Info. Center/Pamphlet File

REVIEWER: K. Cotton . DATE REVIEWED: August 1982

CITATION: Sinclair, R. L. (Ed.) A two-way street: Home-school cooperation in curriculum decisionmaking. Boston, MA: Institute for Responsive Education, 1981.

DESCRIPTORS: Parent Participation, Home-School Relationship

SHORT TITLE: Sinclair, 1981, Parent Participation Monograph

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE _X_ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a well-done review in which care was taken in distinguishing among different kinds of parent/community involvement and among the kinds and degree of outcomes produced.

SYNOPSIS:

This is a collection of essays, reviews and guidelines concerning parent and community participation in the education of elementary level children. Among the materials included in this collection is a section titled, "Student Achievement and Parent Involvement," which offers a review of several recent studies and summaries of the achievement outcomes of various types of parent participation. Highlights from this section are offered in the next part of this abstract.

ITEM NUMBER: 355 SHORT TITLE: Sinclair, 1981, Parent Participation Monograph

RESEARCHER'S FINDINGS:

Parent participation can have an impact on student achievement, but "we must discriminate among the forms which participation takes." In general, research has revealed "no direct evidence...to confirm or reject the basic hypothesis about the impacts of parents as school employees or decision makers on [preschool and elementary] children..."

Results of research do suggest "that the role of 'parents as tutors' does have some effect on improved learning."

Researchers have found that the improved achievement levels noted as a result of parent participation in instruction are accompanied by improvements in self-concept.

RESEARCHER'S CONCLUSIONS:

"...the pattern of involvement which focuses directly upon the education process itself, and finds the parent a participating educator, does show a relationship to school achievement in reading and mathematics as well as self-concept."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 356 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Langpap, W. Practical handles #2. Public involvement. The home-school-community partnership. Salt Lake City, UT: Utah State Board of Education, June 1980. (ERIC/EDRS No. ED 198 115)

DESCRIPTORS: Parent Participation

SHORT TITLE: Langpap, 1980, Model Parent Involvement Programs

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS _X_

RELEVANT ___ IRRELEVANT _X_ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This document is made up of a series of articles and program descriptions concerning model programs designed to strengthen relationships among the home, the school and the community. Effects of those programs on student outcomes are not explored.

ITEM NUMBER: 356 SHORT TITLE: Langpap, 1980, Model Parent Involvement Programs

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 357 LOCATION: NWREL Info. Center/Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Recorded classroom messages get high marks from parents. Educational R&D Report, 4 (3), 1981, 22-23.

DESCRIPTORS: Parent Participation, Parent School Relationship

SHORT TITLE: CEMREL, 1981, Recorded Classroom Messages

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a brief journalistic report which offers little detail on either the project or its evaluation. Still, it provides some evidence of the effectiveness of this approach in increasing parent involvement and enhancing student achievement.

SYNOPSIS:

This report describes a project in operation at a Missouri elementary school which involves teachers providing recorded telephone messages to the parents of their third and fourth grade students. The messages change each week of the school year, and include information on current classroom activities, together with recommendations for parents to follow to support their children's current classroom activities. The messages also provide a number for parents to call if they are interested in receiving additional information, suggestions and materials. Data have been recorded on (1) parent response to the phone message method of providing school information, and (2) the achievement outcomes produced when parents make use of the home instructional materials and suggestions.

ITEM NUMBER: 357 SHORT TITLE: CEMREL, 1981, Recorded Classroom Messages

RESEARCHER'S FINDINGS:

"Our data show that the messages were popular with parents...we found a positive relationship between home activities and student achievement at the third grade level."

RESEARCHER'S CONCLUSIONS:

The project evaluation has shown that the project has been effective in involving parents in their children's learning.

REVIEWER'S NOTES AND COMMENTS:

Interested persons may request a free copy of Evaluation Report: Recorded Messages as a Way to Link Teachers and Parents, from CEMREL, 3120 59th St., St. Louis, MO 63139.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 358 LOCATION: Project File

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Niedermeyer, F. C. Parent-assisted learning in the inner city. Urban Education, 1973, 3, 239-248.

DESCRIPTORS: Parent Participation

SHORT TITLE: Niedermeyer, 1973, Parent Involvement in Kindergarten

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

The nature of the parent-assisted learning is not described nor are cognitive or affective outcomes explored. The article focuses on different methods for engaging and maintaining involvement among the parents of kindergarten children.

ITEM NUMBER: 358 SHORT TITLE: Niedermeyer, 1973, Parent Involvement in Kindergarten

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 359 LOCATION: Project File

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Maertens, N., & Johnston, J. Effects of arithmetic homework upon the attitudes and achievement of fourth, fifth and sixth grade pupils. School Science and Mathematics, 1972, 72, (2), 117-126.

DESCRIPTORS: Parent Participation, Homework, Mathematics

SHORT TITLE: Maertens & Johnston, 1972, Parents and Math Homework

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study was well done and convincingly demonstrates the efficacy of having parents provide feedback on their children's arithmetic homework.

SYNOPSIS:

The purpose of this study was to determine the effects of a particular type of parent-supported homework on the mathematics achievement and attitudes of intermediate level students. Subjects were 425 students in grades 4, 5 and 6, each of whom participated in one of three experimental conditions. Group 1 students were not given any homework. Group 2 students received daily homework assignments which complemented their in-class work. Their parents observed the students' pursuit of the homework problems in computation and problem solving, and, based on materials sent home by teachers, the parents informed the students of the correct answer to each problem or exercise immediately upon completion of that problem or exercise. Group 3 students received homework assignments identical to those of Group 2 and followed similar procedures, except that Group 3 students did not receive knowledge of results until the entire homework assignment was completed. Students were pre- and posttested on computation and on problem solving skills, and were pre- and posttested using an instrument which measured attitudes toward school, arithmetic and homework. The experiment took place over a six-week period.

ITEM NUMBER: 359 SHORT TITLE: Maertens & Johnson, 1972, Parents and Math Homework

RESEARCHER'S FINDINGS:

Students in Groups 2 and 3 (the parent-assisted homework groups) performed significantly better on computation and problem solving measures than did students in Group 1 (the no-homework condition). Groups 2 and 3 did not significantly differ from one another in their achievement.

There were no significant differences among the three groups on the attitude measure.

RESEARCHER'S CONCLUSIONS:

"Results of this study indicate that homework combined with parental involvement as described in this study does have a significant effect upon both computation and problem solving performances... On the basis of this study and related research the experimenters recommend that when homework is assigned, parents be encourged to become involved, at least to the extent of providing feedback to the child."

REVIEWER'S NOTES AND COMMENTS:

A copy of the article may be found in the backup file on Parent Participation.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 360 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Home-school interaction: Project LEM. Hackensack, NJ: Hackensack Public Schools, 1973.

DESCRIPTORS: Parent Participation, Home School Relationship

SHORT TITLE: Hackensack Schools, 1973, Project LEM

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Student outcomes as such, are not addressed. The report does, however, indicate that successful parent involvement in instruction increased and communications increased, and that these features contributed to the success of the overall program.

SYNOPSIS:

Project LEM--Learning Experience Module--operated within the Hackensack Public Schools, involved multi-age groupings in open-space schools. Because the grouping and organizational arrangements called for by the program struck many parents and community members as strange and suspect, school personnel instituted a broad-based home-school interaction component as part of the program. Major features of the home-school interaction component included: (1) formation of a citizen's advisory council; (2) planned home-school programs (such as a series of reading workshops for parents offered to both involve parents in instruction and to increase home-school communication); (3) development and use of a "talent bank" of community volunteers; (4) personalized home visitations; (5) an ongoing open-door policy; and (6) parent-teacher conferences concerning parent-directed instruction in the home.

ITEM NUMBER: 360 SHORT TITLE: Hackensack Schools, 1973, Project LEM

RESEARCHER'S FINDINGS:

The success of the parent involvement effort was not formally evaluated, although considerable informal data indicate that it was effective in increasing parent-school communication and in increasing the degree of parents' involvement in their children's education. Four-fifths of the parents on LEM students participated to some extent, and the information gathered indicated that the majority of parents came to approve of and support the LEM program.

RESEARCHER'S CONCLUSIONS:

The summary concerns the requirements for implementing the LEM program.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 361 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Weibly, G. W. Parental involvement programs: Research and practice. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 1979. (ERIC/EDRS No. ED 180 119)

DESCRIPTORS: Parent Participation

SHORT TITLE: Weibly, 1979, Parental Involvement Research and Practice

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE _X_ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good review. Different types and degrees of parent involvement are described, and study procedures and results are described in adequate detail to justify the conclusions drawn.

SYNOPSIS:

This paper begins with an examination of research findings concerning the effects of parental involvement on the intellectual development and academic achievement of preschool and elementary children, particularly those from low socioeconomic backgrounds. The second part of the paper is a discussion of some of the forces which can interfere with successful parent involvement in childrens' education.

ITEM NUMBER: 361 SHORT TITLE: Weibly, 1979, Parent Involvement Research and Practice

RESEARCHER'S FINDINGS:

"At the preschool level, research studies generally indicate that parental involvement has a beneficial impact on intellectual development." Positive outcomes have resulted from parents instructing their children in the home and from parents serving as paraprofessionals in early childhood education programs. Research further indicates that results persist over time.

"...it seems that parental involvement [at the elementary level] can be effective in improving the academic achievement of low SES and ethnic minority children. Improving the parents' knowledge of ways in which to promote the child's general intellectual development and academic achievement can potentially be very beneficial."

Difficulties noted in carrying out parental involvement programs include: (1) parents having difficulty in seeing themselves as educators; (2) parents becoming disinterested or discouraged; (3) parents or school personnel having negative attitudes; and (4) programs being implemented improperly.

RESEARCHER'S CONCLUSIONS:

"Research has found the following to be related to academic achievement.:

- the amount of academic guidance and direct instruction provided in the home;
- the cognitive level and style of the parents;
- the amount of reading and educational materials available in the home;
- the frequency of verbal contact between parents and child;
- the attitude of the parents toward the school;
- the parents' willingness to devote time to their children."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 362 LOCATION: NWREL Info. Center/Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Cottier, S. J., & Koehler, S. A. A study skills unit for junior high students. Journal of Reading, 1978, 21, 626-30.

DESCRIPTORS: Study Skills, Parent Participation

SHORT TITLE: Cottier & Koehler, 1978, Jr. High Study Skills

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This article describes a school-based program in which parents are involved in helping their junior high-age children improve their study skills. While it is indicated that this approach has been helpful, no information outcomes is provided.

ITEM NUMBER: 362 SHORT TITLE: Cottier & Koehler, 1978, Jr. High Study Skills

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

7.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 363 LOCATION: Project File

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Graika, T. Parents: Partners in science, Science and Children, 1981, 19 (1), 13-15.

DESCRIPTORS: Parent Participation, Science

SHORT TITLE: Graika, 1981, Parents in Science

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a journalistic, human interest kind of article whose evidence of program efficacy rests on parent evaluation forms. Still, it provides indications of the positive effects of the program on children's attitudes toward science.

SYNOPSIS:

In this article the author describes and reports the effects of a program he operates at the Chicago Museum of Science and Industry. The Museum conducts a Saturday Science Program for elementary students, and the author developed and offered a complementary program designed to involve parents in their children's science education. The five-session course involved parents in: (1) trying selected elementary science activities; (2) exploring the idea of science as a creative endeavor; (3) learning ways to promote inquiry in children; (4) practicing question asking in order to promote investigation, and paying a visit to the Saturday Science Class and the Museum; (5) exploring measurement and nature study as taught in elementary science. Sessions included homework activities involving parent-child activities and instruction in what to look for in school-based science programs. Parents completed evaluation forms concerning their reactions to the program and the effects of their participation on their children's interest and involvement in science projects.

ITEM NUMBER: 363 SHORT TITLE: Graika, 1981, Parents in Science

RESEARCHER'S FINDINGS:

Most children of program parents were avidly interested in each week's home science activities. Parents reported increases in their children's participation and interest in school science projects, science fairs, etc.

RESEARCHER'S CONCLUSIONS:

The author recommends that similar programs be offered in schools through local parent organizations or in conjunction with gifted education programs. He also suggests that courses be offered in which parents and children work on science activities together in the school setting.

REVIEWER'S NOTES AND COMMENTS:

A copy of the article may be found in the backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 364 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Trovato, J., & Bucher, B. Peer tutoring with or without home-based reinforcement, for reading remediation. Journal of Applied Behavior Analysis, 1980, 13, 129-141.

DESCRIPTORS: Parent Participation, Tutoring

SHORT TITLE: Trovato & Bucher, 1980, Peer Tutoring/Home Reinforcement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

The kind of home-based reinforcement employed in this study did not involve parents in instruction or support of home-study behaviors. Rather, it involved parents providing rewards (money, food, etc.) in response to children's performance in their work with tutors. As such, the study is off-purpose for the current inquiry.

ITEM NUMBER: 364 SHORT TITLE: Trovato & Bucher, 1980, Peer Tutoring/ Home Reinforcement

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 365 LOCATION: Project Files

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Indelicato, G. T. Community involvement and academic achievement: A positive combination. Community Education Journal, 1980, 7, (4), 6-8.

DESCRIPTORS: Parent Participation, Community Involvement

SHORT TITLE: Indelicato, 1980, Community Involvement and Achievement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT X IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This summary provides a good overview of different kinds of parent/community involvement and their relationships to student achievement.

SYNOPSIS:

This article summarizes recent research on the effects of various forms of parent and community involvement on student achievement. The reviewer cites and describes studies which have revealed positive achievement effects occurring in response to parent/community participation in policymaking, decisionmaking and instruction.

ITEM NUMBER: 365 SHORT TITLE: Indelicato, 1980, Community Involvement and Achievement

RESEARCHER'S FINDINGS:

Research has demonstrated that all forms of parent/community involvement confer achievement benefits on children of participating parents. Conversely, research has shown that students of uninvolved parents evidence lower achievement and lower expectations for their futures. "A declining rate of parent participation coincides with deterioration in student motivation, performance, and ability."

Examining the different forms of parent involvement, research has shown that when parents serve as tutors, the child's motivation and skill level improve, as does the parents' self-image. When parents serve as paid employees, a number of benefits result, including changes in the home environment in the direction of those home factors known to correlate with school success. Parent involvement in decisionmaking fosters achievement increases through, it is believed, increased self-esteem, adapting programs to community needs, and providing an increased sense of control.

RESEARCHER'S CONCLUSIONS:

"If, as the research suggests, the involvement of parents in the educational process has a significant influence on the achievement of their children, the education community must develop viable, responsive systems for this involvement process." Suggestions are offered for increasing the level of parent involvement in schools.

REVIEWER'S NOTES AND COMMENTS:

A copy of the article may be found in the backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 366 LOCATION: Project File

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Rodick, J. D., & Henggeler, S. W. The short-term and long-term amelioration of academic and motivational deficiencies among low-achieving inner-city adolescents. Child Development, 1980, 51, 126-132.

DESCRIPTORS: Parent Participation, Reading, Disadvantaged Youth

SHORT TITLE: Rodick & Henggeler, 1980, Parent Participation in Adolescent Learning

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Though cells were relatively small, this carefully done study convincingly demonstrates the efficacy of tutoring--and especially parent tutoring--in raising the achievement and motivation of older students with a history of apathy and low performance.

SYNOPSIS:

This study evaluated and compared the short- and long-term efficacy of two programs designed to increase the reading achievement and learning motivation of students with a history of poor achievement and low motivation. Subjects were 56 low-achieving seventh graders in predominantly black, inner city junior high school, who were divided into four groups. One group participated in a program called SMART (Staats Motivation Activiting Reading Technique), which involved students working with trained graduate students for one hour per day on activities designed to raise reading achievement and improve motivation. A second group participated in the "PUSH for Excellence" program, wherein parents received training from the program supervisor, and then worked with their children for an hour each evening on such activities as reading and discussing novels or working on school assignments. Parents emphasized pronunciation, comprehension and understanding of specific words. A standard reading group participated in the regular school reading program, and a non-intervention group received no special reading instruction. A battery of reading and attitudinal tests was administered to students: (1) before assignment to groups; (2) immediately after the 10-week intervention period; and (3) after a six-month period.

ITEM NUMBER: 366 SHORT TITLE: Rodick & Henggeler, 1980, Parent Participation in Adolescent Learning

RESEARCHER'S FINDINGS:

From pretest to posttest the SMART and PUSH groups both showed significant achievement and motivational improvements. Standard reading group changes were not significant. Nonintervention group scores declined in reading achievement.

From pretest to followup test, both SMART and PUSH groups showed significant increases in achievement (vocabulary, reading recognition and comprehension) and achievement motivation. Nonintervention group changes were nonsignificant. Standard reading group changes were nonsignificant except in vocabulary scores, which decreased.

From posttest to followup test the PUSH group showed significantly increased achievement scores. The SMART group showed significantly decreased achievement scores during this same period. The other two groups showed changes on some subskills, but no significant overall changes.

RESEARCHER'S CONCLUSIONS:

"Although the short-term gains achieved by the PUSH group were not as dramatic as those of the SMART group, follow-up suggested that the PUSH program fostered continuing long-term gains... These findings clearly demonstrate that parental involvement in remediation and restructuring the home environment facilitate gains which continue in the absence of outside supervision."

"Most significant was that these gains [of SMART and PUSH participants] were obtained by students who are often described as emotionally apathetic and recalcitrant. Such findings have important implications for the amelioration of academic and motivational difficulties among low-achieving adolescents."

REVIEWER'S NOTES AND COMMENTS:

A copy of the article may be found in the backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 367 LOCATION: University Microfilms

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Hirst, L. T. An investigation of the effects of daily, thirty-minute home practice sessions upon reading achievement with second year elementary pupils. Lexington, KY: University of Kentucky, 1972. (ERIC/EDRS No. ED 082 172)

DESCRIPTORS: Parent Participation, Reading

SHORT TITLE: Hirst, 1972, Home Reading Practice

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT _X_

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Judging from the abstract, the study appeared well done.

SYNOPSIS:

The purpose of this study was to determine whether repeated sessions of reading practice in the home, which included support and encouragement of the student, would result in increased reading achievement. Sixteen second graders were randomly assigned to experimental and control groups. The experimental group students were given five 30-minute reading practice lessons each week for 16 weeks, with a parent serving as tutor. Prior to home instruction parents received training in how to instruct their children, how to keep records and how to reinforce student performance. Children were pretested, posttested and given a second, delayed posttest in the areas of vocabulary, comprehension and word study skills.

ITEM NUMBER: 367 SHORT TITLE: Hirst, 1972, Home Reading Practice

RESEARCHER'S FINDINGS:

Experimental students slightly outperformed control students on some reading subskills on both the immediate and delayed posttests, but differences were not statistically significant.

RESEARCHER'S CONCLUSIONS:

"The data did not support ths six hypotheses" [having to do with three reading skills and two test outcomes].

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 368 LOCATION: NWREL Info. Center/ERIC MF

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Sullivan, H. J., & Labeaune, C. Effects of parent-administered summer reading instruction. Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, MN, March 1970.

DESCRIPTORS: Reading, Parent Participation

SHORT TITLE: Sullivan & Labeaune, 1970, Summer Reading Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This was a well-done study/evaluation which demonstrated the efficacy of parent-directed summer reading lessons.

SYNOPSIS:

This is a report of an evaluation of the Summer Reading Program developed by SWRL Educational Research and Development. Designed to preserve or enhance the initial reading competencies gained by children during their kindergarten year, the program was used with 183 children who had participated in SWRL's First Year Reading Program. Parents used a package of structured materials to become familiar with the program and how to manage it, and then used the student materials with their children over a ten-week period. Children were pre- and posttested, and their achievement levels were examined in relation to those of a 30-student comparison group.

ITEM NUMBER: 368 SHORT TITLE: Sullivan & Labeaune, 1970, Summer Reading Program

RESEARCHER'S FINDINGS:

Program students outperformed comparison students. The posttest scores of program students were higher than their pretest scores.

RESEARCHER'S CONCLUSIONS:

Program students evidenced "an encouraging reversal of the normal trend" [in the direction of skill decreases over the summer after initial reading instruction].

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 369 LOCATION: Project File

REVIEWER: K. Cotton DATE REVIEWED: August 1982

CITATION: Henderson, A. T. Parent participation-student achievement: The evidence grows. Columbia, MD: National Committee for Citizens in Education, 1982.

DESCRIPTORS: Parent Participation

SHORT TITLE: Henderson, 1982, Parent Participation Evidence

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE _X_ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good series of summaries which both indicates the effectiveness of parent involvement and cites reasons for its effectiveness.

SYNOPSIS:

This is an annotated bibliography whose development was undertaken "to see if there are any demonstratable benefits of parent involvement." The design and results of thirty recent studies are described. All types of parent involvement are discussed in relation to achievement and effectives outcomes of students at all age/grade levels, preschool to secondary.

ITEM NUMBER: 369 SHORT TITLE: Henderson, 1982, Parent Participation Evidence

RESEARCHER'S FINDINGS:

All forms of parent involvement--in instruction, in decision making, in policy development, in an advisory capacity, etc.--have been shown to confer benefits upon student achievement and self-concept.

Other findings include: (1) the most important single factor in a student's achievement is his/her attitude toward the self and the environment; (2) early intervention programs are most effective when parents are involved; (3) once children are in school, programs of parent involvement that are well-planned, long-term, and comprehensive, can have dramatic effects on student achievement; and (4) educational programs high in parent involvement are consistently higher on nearly all measures of program quality.

RESEARCHER'S CONCLUSIONS:

Conclusions have to do with the steps that parents and other community members can take to insure that there will be adequate and effective parent/community involvement in school programs.

REVIEWER'S NOTES AND COMMENTS:

A copy of the report may be found in the backup file.